

YOUTH SERVICES MASTER PLAN

A Blueprint for Bridging the Digital Divide



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Executive Summary





A Blueprint for Bridging the Digital Divide
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In the 2001 Joint Venture: Silicon Valley Network Index, a survey of business leaders was conducted to identify what factors lead them to locate their companies in Silicon Valley. The number one response was “access” to a wide and varied talent pool. However, this same study reported a rapid decrease in that same pool. Simply put, there isn’t enough local talent to fill the jobs in the 21st Century economy.

At the same time, even with the widespread prosperity resulting from a “high tech” boom during the Mid-late 1990’s, not everyone in Silicon Valley was benefiting. Specifically, the income gap was widening at an alarming rate, while the cost of living was steadily increasing, forcing many individuals and families out of the valley. Additionally, many of the City’s youth were not meeting statewide and national test score averages. As the largest city in Silicon Valley, San José was challenged with how to prepare its youth to live, work, compete and thrive in Silicon Valley.

At the 2001 State of the City Address, the Mayor charged the Youth Commission and City partners to revise the 1995 Youth Services Master Plan (YSMP), and to have it ready for implementation by August 2001.

As the Chair of the San José Youth Commission, it is my proud privilege on behalf of the Commission, to offer the *Blueprint for Bridging the Digital Divide*, as a response to the Mayor’s challenge.

The *Blueprint for Bridging the Digital Divide (Blueprint)* is the result of many months of hard work and collaboration with City staff and City partners to best identify the goals, outcomes, and strategic actions required in the next three years to begin to close the educational and economic gaps that effect San José youth today, and in the future.

Using the 1995 Youth Services Master Plan (which outlined major citywide youth services with a five-year strategic plan) as the foundation for this document, the *Blueprint* uses a strength-based developmental framework as the method for delivering and aligning youth services over the next three years.

What sets this document apart from other City documents, is the involvement of the San José Youth Commission. Established in 1971, the Youth Commission is made up of 11 individuals, ranging from 14–21, who are appointed by the Mayor and City Council. While the names change with each high school graduation, the Mission of the Commission stays the same: *Working today, to build leaders for tomorrow*. In the process of preparing the document, it was critical to include input from youth and families who would receive the services, hence the involvement of the Youth Commission.

The *Blueprint* is designed with a “cradle to career” perspective in mind. Basically, this means that the *Blueprint* encompasses a broad spectrum of individual, family, and community services that centers on strengthening the individual as they progress from infancy to young adulthood, or “cradle to career!”

This document is a “living document” meaning that the City of San José will, on an annual basis, review the *Blueprint* and make deletions or additions as is needed. The Youth Commission will work with the City every year to ensure that the document is helping San José youth to live, work, play, compete and thrive in Silicon Valley.

Sincerely,



Jennifer Leung

Chair

San Jose’ Youth Commission

Executive Summary

The new Youth Services Master Plan—*Blueprint for Bridging the Digital Divide* presents a new developmental framework that will shape the direction of future youth services provided by the City of San José for the next three years. The new Master Plan promotes healthy development and the attainment of age appropriate supports, skills, and social competencies from age 0 to 23 years. This continuum of service model is called the “Cradle to Career Approach.”

This approach will guide the formulation of strategies, objectives and services that promote, and support the healthy development and successful transition of individuals through the age appropriate developmental phases that lead to young adulthood. In addition, the Master Plan incorporates strategies that promote greater youth leadership development and meaningful participation in civic and community affairs in San José.

Implementation of the master plan is also guided by the vision and mission. Formulated in partnership with the Youth Commission and the *Blueprint* Advisory Council, the strategic objectives/goals outlined in the master plan were guided by the *vision* and *mission*; which shaped the overall direction of youth services for the next three years.

VISION:

San José youth will develop into healthy adults that live, work, play, compete and thrive in Silicon Valley.

MISSION:

Provide for safe opportunities for youth to be successful and productive.

INTRODUCTION

Founded in 1777, as Pueblo San José, the City of San José has grown from a small, agricultural community of 66 people, to the largest city in the nine Bay Area Counties, the 3rd largest city in California, and the 11th largest city in the United States. 918,000 people live, work and play in a 177 sq. mile radius. Residents of the city speak a minimum of 35 different languages, and represent over 13 different cultures and ethnic groups. Families living in San José enjoy some of the highest average wages in the United States, between \$50,000–\$74,000, as a benefit of living in the “high-tech” capital of Silicon Valley. San José is home to over 19 Primary and Secondary School Districts, and seven colleges/universities and community colleges. Yet, even in the “valley of hearts delight” there is still much that needs to be done to provide access to the tools that build the skills San José youth need to be successful and productive.

In recent studies conducted by *Joint Venture: Silicon Valley Network*, *Silicon Valley Children’s Report Card*, and *Santa Clara County’s Quality of Life Report*, the following statistics highlight the current state of Santa Clara County and the trends affecting how our youth will live, work, and thrive in the 21st Century.

Health:

It is vital to incorporate the physical health of youth along with any assessment of their social health because of the impact it has on their future success. Physical health effects all aspects of a child's functioning, including how they learn and how they communicate/participate in their family, neighborhood and community. Simply put, "healthy body, healthy mind." However,

- The percentage of women in Santa Clara County who receive late or no prenatal care declined from 22% to 16%,
- Current estimates indicate that 14% of Santa Clara County children lack health insurance,
- Nearly 25% of Latinos in Santa Clara County lack health insurance,
- And, in 1997, African-American and Latinos had the highest rates of infant mortality and low birth weights in Santa Clara County.

Education:

One of the key tools for success in Silicon Valley is education. If San José children are going to compete in the 21st Century economy they are going to need more than a high school diploma.

- Between 1997 and 2000, the number of Silicon Valley public school teachers who were not certified (i.e., possessing teaching credentials) increased by 53%,

- In six regional school districts in Santa Clara County, 20% or more of the teachers who lack certification primarily serve low-income families and communities,
- Only 57% of Latino students graduated from high school in 2000, compared to 86% of White students, and 97% of Asian students,
- Lastly, access to technology also varies by income. 46% of people in Silicon Valley with household incomes less than \$40,000 had access to the internet in 2000, compared to 81% of households with incomes more than \$80,000.

Economics:

Although San José and Silicon Valley have experienced strong economic growth in the last 10 years, not all of the Valley's families shared in that economic prosperity.

- In 1999, 13.4% of all children in Santa Clara County were living at or below the poverty line, and children under 18 living in poverty increased by nearly 60% in the last 10 years (\$29,663 for a family of four),
- In the past five years, the number of children under the age of 14 has grown five times as fast as the number of available childcare slots,
- 79% of all CalWORKS recipients live in the city of San José,



- Nearly 40% of all Santa Clara County jobs pay too little to keep a single parent and his/her child out of poverty, and 55% pay too little to support a family of four (\$11-\$17 per hour),
- Lastly, in 2000, only 16% of houses were affordable to a family with a Median County income (\$77,200).

Safety:

San José is one of the safest big cities in the United States, and has worked hard to reduce the incidents of violence on and around schools and neighborhoods. Yet,

- In 1998, of the 1,413 Emergency Protective Restraining Orders issued in Santa Clara County, 52% involved children,
- In Santa Clara County, Latino and African American youth make up 63% of all admissions into juvenile hall, despite the fact that they only make up 33% of the total child population,
- Of the 71 domestic violence related deaths occurring between 1994 and 1998, 44% occurred with a child present,

The Cornerstone Project and the City of San José sponsored focus groups resulting in answers dealing with youth's perception of themselves.

Cornerstone Results:

- Only 25% of youth reported that a parent was involved in their school work,
- 30% said they experienced a caring neighborhood,
- 24% felt they had access to positive role models,
- And, only 15% felt valued by their community.

Yet, at the same time,

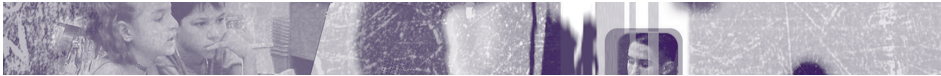
- 69% of them act on their convictions and stand up for their beliefs,
- 66% said they were motivated to do well in school,
- 64% of youth report telling the truth even when it was not easy,
- And, 65% are optimistic about their personal future.

City of San José Results:

- 54% of youth said they lacked parental involvement,
- 69% felt threatened by violence and unsafe schools,
- And, 77% said access to and use of drugs and alcohol was a serious threat to their success.

On the flip side,

- 46% of youth said they were self-disciplined and motivated to do well in school,
- 69% say they bring creativity, intelligence and energy to work, school and community projects,
- And, 54% feel they are positive role models and community leaders.



What all this data tell us is clear: *San José's youth want to succeed!* They want to be leaders, and they want to contribute to their communities. They want to feel safe in their neighborhoods and at schools. Yet, the challenges and hurdles they face in trying to achieve this desired state are many and varied.

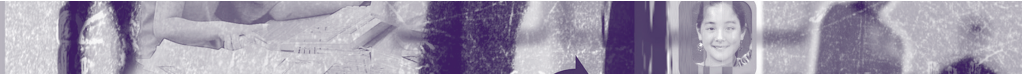
At the 2001 State of the City Address, the Mayor issued a directive to the San José Youth Commission and City partners to meet these challenges head on, and create a citywide youth services master plan that works to break down the barriers to success, and builds up the strengths (assets) needed by San José youth to live, work, play, compete and thrive in Silicon Valley.

The new Master Plan, *Blueprint for Bridging the Digital Divide*, outlines a strategy to prepare San José's children/youth for academic success, strengthen families, and identify novel and workable solutions for youth to succeed in the 21st Century economy.

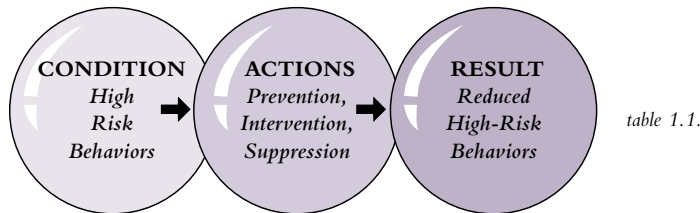
FOUNDATION FOR YOUTH SERVICES

The City of San José organized its existing services to youth under the 1995 Youth Services Master Plan.

The Youth Services Master Plan (YSMP) was developed to address the need expressed in the Children Now County Data Book, 1994, which stated that, "*Children need after school programs and recreation centers where they can learn and play without threat from abuse, violence or crime. When children do not have healthy, supervised outlets for their energy, they often fall prey to high risk behavior.*" At that time, the common themes expressed by advocacy groups and relevant commissions requested that the City: Reaffirm its commitment that children and youth are a high priority; Require collaboration for all City-run and City-funded programs for youth; Be the lead organization in establishing collaborations; Form a partnership with all San José schools; and Include youth, parents, communities, businesses, churches, and other government agencies in the development, implementation, and evaluation of all its youth services. A community needs assessment was conducted and yielded the following results: Types of programs requested included after-school programs, sports programs, jobs programs, arts programs, and anti-gang/anti-violence programs. In addition, three major concerns were identified. They were safety, community involvement, and lack of knowledge of City programs.



The development of the YSMP coincided with the aggressive efforts of the City to address the issues and impacts of gangs and gang violence on our youth and their neighborhoods. From 1985 to 1991, the violent juvenile crime rate in Santa Clara County increased by over 300%. During this same period, the County's violent crime rate increased by *over four times the national rate*. Therefore the 1995 YSMP was designed primarily using an “at-risk” model to address these trends. “At-risk” is a term used to identify children or adolescents that exhibit or may be in danger of exhibiting problem behaviors such as deviance and violence. As a method of service delivery, “at-risk” prevention and intervention strategies focus on reducing problem behaviors. (See table 1.1.)



Working under the 1995 YSMP, the City's collective efforts successfully contributed to a 52% reduction in youth violence from 1995–2000. It also developed and conducted new and/or expanded services consistent with the types of programs requested by the community. As a result, a majority of the programming developed during this time was designed to “stop the violence.” A highlight of accomplishments and achievements during this time include:

Mayor's Gang Prevention Task Force (MGPTF):

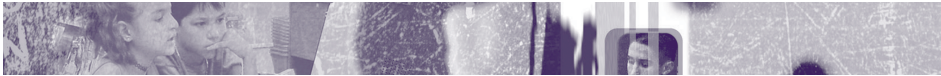
This collaborative of law enforcement, juvenile court officials, youth development professionals, and educators was created to reduce youth violence in San José.

- The MGPTF has established a working collaborative with over 50 offices and agencies that work to reduce violence in San José and reduce the number of youth who are drawn into a gang lifestyle.
- Teams have successfully introduced new and innovative services to San José schools and neighborhoods that have also contributed to reduction in youth violence (e.g., *Clean Slate, Safe School/Campus Initiative, gang intervention/youth development and youth employment services*).
- Through the combined efforts of the collaborative and law enforcement professionals, the City experienced a 52% reduction in crime.

Homework Centers (HWC):

Homework centers were set up to provide safe places with homework assistance and other related services for youth in an effort to reconnect them to school.

- Success and popularity of the program was the basis for expanding services to all children and youth in San José,
- In 2000–2001, HWC program evaluations reported a 90% student/parent satisfaction,



- The HWC Program expanded from 25 sites, serving over 2,000 students, to 193 sites, serving 25,000 students in 2000–2001,
- 46% of students using HWC program services reported an increase in their grades.

Youth Employment Services (YES):

YES was created to address the needs of young people transitioning from the at-risk lifestyle into more mainstream employment activities. Due to its success the program was expanded to serve all youth (not just “at-risk”).

- In 2000–2001, the City of San José became the administrator of the new Federal Workforce Investment Act (WIA), which provides employment and support services citywide,
- Eight cities in Santa Clara County have comprehensive youth employment services as a result of a new Youth Employment Consortium led by the City of San José.

San José B.E.S.T. (Bringing Everyone’s Strengths Together):

B.E.S.T was originally established as a funding mechanism for developing and deploying services that supported the mission of the Mayor’s Gang Prevention Task Force (MGPTF). Today, it awards over \$4 million in funds/grants to over 30 youth service providers.

- B.E.S.T. services have leveraged existing funding resources from public and private sector partners by a 2 to 1 ratio, which has led to an increase in support services for San José youth and families,
- Annual program evaluations have shown consistent measurable satisfaction of service outcomes for parents, and youth receiving service,
- Traditional intervention models expect a 1 to 100 success rate (for every 100 clients served, 1 succeeds); San José B.E.S.T. established and has maintained a 65% success rate.

The 1995 YSMP was also the impetus behind the development and implementation of the Youth Services Continuum (Prevention, Intervention, and Suppression) under which programs such as the three highlighted below were created:

- **San José Schools/City Collaborative:**
Serves as a vehicle to build communication and partnership with other schools, and build stronger alliances with the 19 school districts serving San José’s youth.
- **San José L.E.A.R.N.S.** (Literacy, Education and Recreation Nurtures Strengths):
In collaboration with youth, schools, city and community-based organizations, San José L.E.A.R.N.S. conducts after school programming at school sites in the areas of education, recreation, and personal/social life skill development.



- Safe School Campus Initiative:**
The Safe School Campus Initiative (SSCI) is a comprehensive multi-agency system that enables schools, law enforcement agencies, and other specialists to collaborate as a Safety Response Team. The primary goal is to prevent, and, if necessary, help manage critical incidents of youth violence in schools. This is accomplished through early response to potentially violent situations, intervening in imminent violent events and providing aftercare follow-up services to prevent further escalation of violence and establish a peaceful climate.

CRADLE TO CAREER STRATEGY

The development of the *Blueprint for Bridging the Digital Divide* and its implementation over the next three years will require City services to expand beyond the traditional role of municipal government. New programs and services must strive to serve all residents regardless of economic means and address children/youth as both individuals and as members of a family unit and community.

In order to address the challenges facing San José youth, a more deliberate and strategic emphasis must be placed on increasing literacy skills and access to resources and technology for children. At the same time, for youth to be successful they need to feel a sense of “purpose” and “connectedness” to their parents, families and communities. “Stronger bonds with parents, families and communities are associated with the overall well being of children, as well as higher levels of school performance.” (Gottfredson and Hirschi, 1994: Hirschi 1969)

Therefore, services must include or support early childhood development, youth and family literacy, support services, a quality teacher workforce, before and after school support, career development, and safe schools and neighborhoods.

The *Cradle to Career* planning framework utilized for the *Blueprint* incorporates two major theoretical foundations in its model of services for individuals and families: a *developmental* perspective and a *strength-based* or asset model of human development.

The developmental perspective acknowledges that all children progress through critical developmental transitions in the process of becoming adults; While the strength-based model recognizes that optimum healthy development is best achieved through the promotion of strengths or assets within children/youth and families, communities, and schools. Consequently, the model of service delivery for “Bridging the Digital Divide” goes beyond prevention and intervention of “at-risk” behaviors or categorical problems. This perspective has been referred to as the “developmental model.” (See table 1.2.)

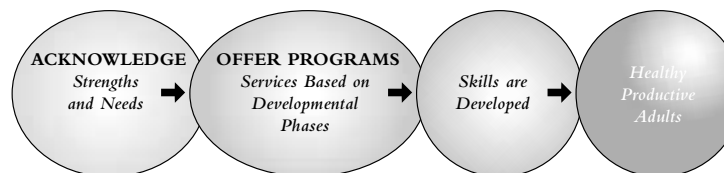


Table 1.2

The unique thing about the *Blueprint's* approach is the incorporation of asset (strengths) development as the method by which the developmental model is utilized. The Search Institute, a nonprofit research organization based in Minneapolis, Minnesota, identified 40 assets that children and



youth need in order to experience healthy development. Assets are “critical factors for young people’s growth and development.” (Search Institute, 2001). Assets reflect a set of benchmarks for positive child and adolescent development, and the Search Institute’s framework for developmental assets incorporates activities and services that focus on a “strength-based” perspective. The model addresses assets which are internal to the child/youth, and those which are external, thereby bringing into play the important connections between the child/youth and his/her family and community.

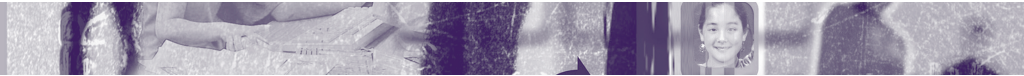
STRATEGIC GOALS AND OVERALL OUTCOMES

In order to realize the *Blueprint’s* vision and mission, the City of San José, along with the input from service providers, City partners, and community members identified six strategic goals.

These strategic goals are designed to strengthen the environments in which children, youth and families live, work and play; and, build skills and assets for children and youth at each developmental stage. Overall outcomes for these strategic goals reflect the intended result of carrying out the first-year strategic actions. (See table 1.3.)

| STRATEGIC GOALS | OVERALL OUTCOMES |
|---|---|
| <ol style="list-style-type: none">1. Community planning and school safety services will be available to children, youth and families.2. Parents and families will have access to support services that promote skills and competency development in their children.3. Parents and children will have access to quality/affordable early childhood education programs.4. Children will have access to enriching before and after school activities.5. San José youth will have access to a range of leadership, educational, technological and career services.6. Young adults will have access to career preparation services that assist them as they prepare to enter and compete in the 21st Century economy. | <ol style="list-style-type: none">1. Children, youth and families will feel connected to their schools and communities and will live, play, and work in safe and capable communities and schools.2. Families will be strong and encourage the healthy development of their children.3. Young children will enter kindergarten ready to succeed academically.4. School children will be educationally at or above grade level, and will choose healthy behaviors.5. Teenagers will have a sense of purpose and graduate from high school with a plan for higher education or career preparation.6. Youth will successfully transition into adulthood with the skills and competencies necessary for entrance into the career of their choice in Silicon Valley. |

Table 1.3



Lastly, in the first year of implementation three priorities have been identified. They are:

- 1) Re-examine and redirect existing city youth services to better support the goals and outcomes of the *Blueprint*,
- 2) Expand current city youth services to better meet the needs of San José youth, and
- 3) Explore initiatives and pilot programs that support and nurture the educational, career and leadership possibilities of San José youth.

- 3) Simultaneous data collection from existing research reports and surveys supporting the developmental model and targeted focus groups of parents/youth/and youth service providers from across the City.

The concept of “cradle to career” is not a short-term solution to the challenges facing our youth. Affecting successful changes within this concept will take a significant commitment and investment over a long-term period. Lasting success will not be seen immediately, however, actions that generate short-term wins for our youth and their families must be utilized as a vehicle to continuously engage them. It is only by keeping hope in their lives that our youth will continue to access the services that assist in their transition to successful and productive adults.

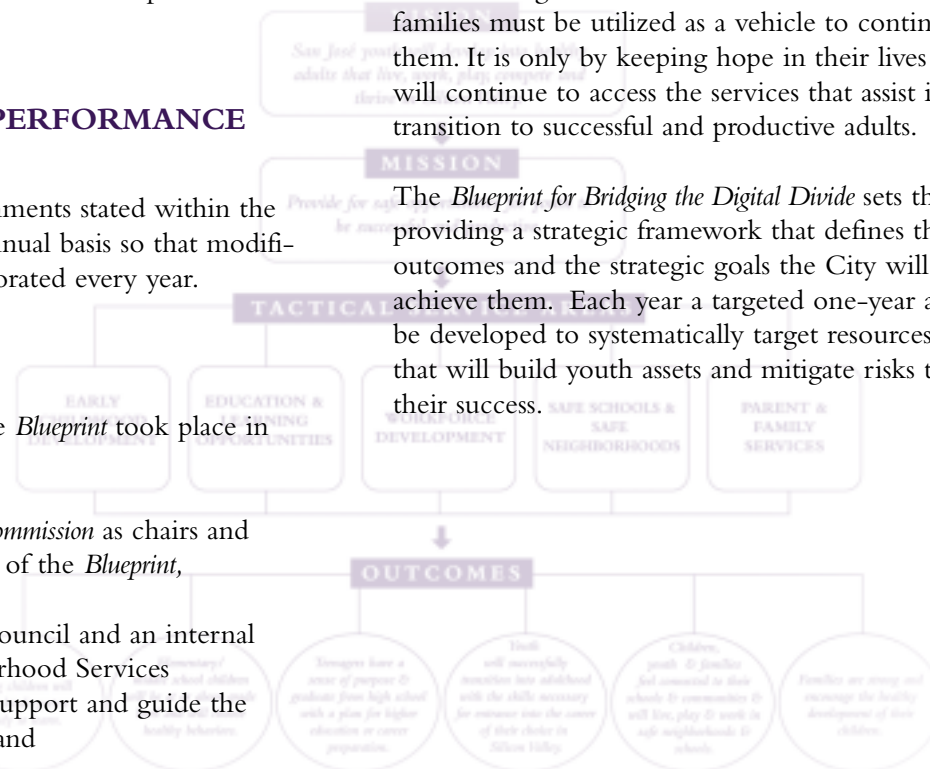
PLANNED EVALUATION/PERFORMANCE REVIEW

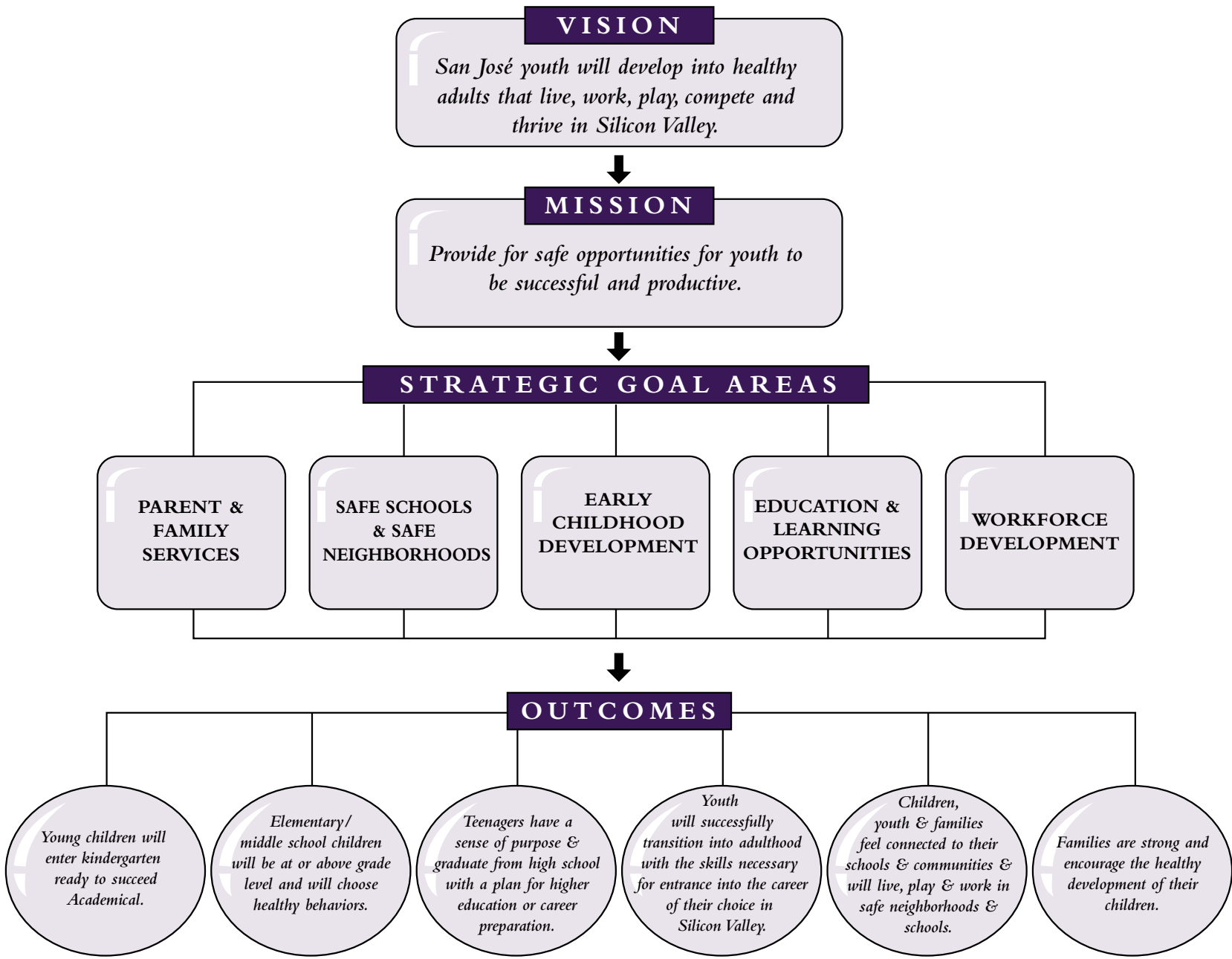
A progress review of the accomplishments stated within the *Blueprint* will be conducted on an annual basis so that modifications and additions can be incorporated every year.

BLUEPRINT PROCESS

The planning and preparation of the *Blueprint* took place in three phases:

- 1) Position of the *San José Youth Commission* as chairs and advisors of overall development of the *Blueprint*,
- 2) Development of an Advisory Council and an internal Parks, Recreation and Neighborhood Services Department technical team to support and guide the construction of the document, and







Summary of Trends

To better understand the strategic outcomes/goals identified in the *Blueprint for Bridging the Digital Divide*, key trends in the areas of population growth, income, education, safety, health, and youth perspectives were researched in the development of this document. In addition, City staff conducted focus group research with over 200 youth, parents, and adults in San José. The following data highlights the information contained in the Appendix. [See Appendix A for complete trend, survey and focus group analysis].

POPULATION

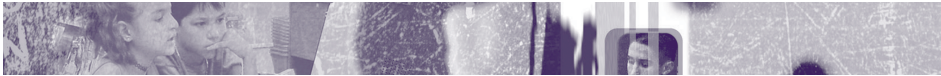
In preparing the *Blueprint*, it was important to review population trends in Santa Clara County. As the City and County grow, existing resources (park space, housing, schools, and recreational facilities, etc.) will be shared by a greater number of people, leading to over use and a depletion of natural resources. Population analysis lets the City know what ethnic groups are growing; what immigration/emigration patterns are occurring; and, what the age ranges of the population are, all of which enable the City to better prepare for the needs of an ever changing community.

- According to the 2000 Census, the population for the city of San José increased by 14% between 1990 and 2000. (918,000 people)

- The ethnic diversity of San José: Latino (269,989) and Asian populations (240,375 including all sub-groups) were leading the growth, while the White population (425,017) fell.
- Of the ten City of San José Council Districts, six have a population percentage of 20% or more of Latinos or Asians.
- 36% of the San José population, or 325,071 individuals from the ages of 0 to 24 years old, reside in the city of San José:
 - 68,243 children under 5 years old,
 - 68,484 children between the ages of 5 to 9 year,
 - 62,439 between 10 to 14 years,
 - 61,487 between the ages of 15 to 19 years, and
 - 64,418 young adults between the ages of 20 to 24 years.

INCOME GROUPS

In the mid 1990's the Valley saw an increase in personal income earnings, but as a whole, the country experienced a widening income gap. What's important to note about the gap is the direct correlation between academic achievement and family income levels. Recent studies have shown that academic performance and self-esteem is effected greatly by an individual's family income. An individual whose family income is higher is more likely to succeed academically. Whereas, in a family whose income is less, the individual has a harder time succeeding academically, and they often see their future as limited.



- By 1999, the higher-income households earned \$109,000 more than families at the 20th percentile,
- In Santa Clara County, 51% of Hispanics, 38% of Whites, and 7% of Asian-Americans, have a household income less than \$30,000,
- In the future, high-paying jobs will require higher educational skills, but the majority of jobs will be in the lower-paying job classifications,
- In 1999, 13.4% of all children in Santa Clara County were living at or below the poverty line, and the percentage of children under age 18 living in poverty increased by nearly 60% in the last decade,
- 79% percent of all County CalWORKS Welfare recipients live in the city of San José,
- In 1998, 60% of children under the age of 14 had a single working parent, or both parents in the workforce,
- Over the past five years, the number of children under 14 has grown five times as fast as the number of child-care slots,
- Over the past decade, median rents have gone up over 50% while median household income increased less than 25%.

EDUCATION

Current employment trends for San José and Santa Clara County show a steady increase in electronic and software based jobs over the next 20 years, requiring a college degree. Although there are many employment sectors beyond

electronics and software production, many of San José's youth are not meeting statewide or national academic requirements making them ineligible for a high paying job. If youth are going to be competitive and thrive in Silicon Valley, they will need to enter higher education at a greater rate.

- 57% of all Santa Clara County third graders scored at or above the national median for reading comprehension in 2000,
- Yet, 52% of Limited English Proficiency (LEP) students scored below the lowest quartile mark nationally,
- In Santa Clara County high schools, the 11th grade LEP students' reading scores fell 60%,
- The percentage of County high school graduates completing UC/CSU course requirements for admission has been on a steady rise from 1993 to 1999,
- However, a disparity in course completion exists between ethnic groups: 62% of Asians, 46% of Filipinos, 40% of Whites, 21% of African Americans, 22% of Latinos, and 9% of Pacific Islander students were completing UC/CSU courses,
- Preschool care costs an average of \$135 per week per child, which represents two-thirds the salary of a full-time minimum wage worker,
- And, only 57% of Latino students graduated from high school in 2000, compared to 86% of White students and 97% of Asian students..



SAFETY

San José has worked hard to improve neighborhood and school safety. Since 1995, with the combined efforts of the City, police and other agencies, San José has seen a 52% reduction in youth violence. However, trend data suggests that San José must maintain its current effort in the areas of juvenile prevention, youth intervention/suppression in order to prevent a reoccurrence of rising crime rates as seen in the mid 1990's.

- In Santa Clara County, Latino and African American youth comprise 67% of the admissions to juvenile hall—despite that fact that these groups comprise only 33% youth population (29% Hispanic & 4% African American) in the County,
- Statewide, between 1998 and 2000, the California State Department of Education reported a 17% increase in violent crime on school campuses. Yet, due in large part to the City of San José's safe school campus initiative's, San José schools have reported a decline in school violence,
- Child abuse reports in Santa Clara County declined by 23% from 1996 to 1998 and then rose slightly in 1999, totaling over 19,000 child abuse reports.

HEALTH

Physical health is significant in determining the medical needs and the learning ability of youth effected by poor health. The data collected suggests that children in Santa Clara County and San José face certain challenges to growing up healthy.

- Birth-weight is an indicator of overall prenatal health; it is impacted by the adequacy and affordability of health care, mother's nutrition, smoking, and substance abuse. Low birth-weight births in San José have consistently worsened over the last decade,
- Teen pregnancy rates in Santa Clara County have declined in the past decade, yet, pregnancies for Latino adolescents have increased steadily to a rate of 92.4 per 1,000 – a rate that is significantly higher than other ethnic groups in the County, and is well above the national and state averages,
- The percentage of County women who receive late or no prenatal care has declined overall, but still remains high for teen mothers,
- 14% of all children in the County lack health care insurance, and nearly 25% of those children are Latino.



YOUTH SURVEY AND FOCUS GROUP PERSPECTIVES

Through the use of focus groups and youth surveys, a youth perspective helped shape the *Blueprint's* strategic outcomes and goals. Specifically, it was very clear through the data of the focus groups that the adult community's perception of youth was very different from the youth's perception of themselves:

- Only 30% of youth said they experienced a caring neighborhood,
- Only 15% felt valued by their community,
- Only 25% of youth reported that a parent was involved in their schoolwork,
- 54% of youth stated family problems, or lack of parental involvement as a pressing challenge to their success,
- Only 25% of youth felt they had access to role models,
- 69% of youth say that they feel threatened by violence, drugs and unsafe schools.

In the following pages of this document, a deliberate effort has been made to meet the challenge of San José youth's declaration for inclusion and participation. The *Blueprint* was created to align and implement aggressive strategies that bring youth and young adults to the table on many of the issues that effect their well being and their future. At the same time, the *Blueprint* is designed to provide access to the tools that San José's youth and young adults will need to be safe, successful and productive in the 21st Century.





Strategic Action Plan

STRATEGIC GOALS AND OVERALL OUTCOMES

In order to realize the *Blueprint's* vision and mission, the City of San José, along with the input of service providers, City partners and community members, came up with six overall outcomes (or desired changes of the trends and conditions identified in this document). However, for the outcomes to come to fruition, strategic goals need to be developed that align with the vision and mission of the Blueprint. These strategic goals are designed to strengthen the environments in which children, youth and families live, work and play—as well as to build skills for children and youth at particular developmental stages.

VISION

San José youth develop into healthy adults that live, work, play, compete and thrive in Silicon Valley.

MISSION

Provide for safe opportunities for youth to be successful and productive.

The strategic goals of the *Blueprint for Bridging the Digital Divide* all reflect the overall vision and mission of this exciting and unique Action Plan. (See table 1.4.)

STRATEGIC GOALS

1. Community planning and school safety services will be available to children, youth and families.
2. Parents and families will have access to support services that promote skills and competency development in their children.
3. Parents and children will have access to quality/affordable early childhood education programs.
4. Children will have access to enriching before and after school activities.
5. San José youth will have access to a range of leadership, educational, technological and career services.
6. Young adults will have access to career preparation services that assist them as they prepare to enter and compete in the 21st Century economy.

OVERALL OUTCOMES

1. Children, youth and families will feel connected to their schools and communities and will live, play, and work in safe and capable communities and schools.
2. Families will be strong and encourage the healthy development of their children.
3. Young children will enter kindergarten ready to succeed academically.
4. School children will be educationally at or above grade level, and will choose healthy behaviors.
5. Teenagers will have a sense of purpose and graduate from high school with a plan for higher education or career preparation.
6. Youth will successfully transition into adulthood with the skills and competencies necessary for entrance into the career of their choice in Silicon Valley.

Table 1.4



A key to developing healthy youth is the physical and emotional connection they have with their families and communities. Stronger bonds with parents, families and communities are associated with the overall well being of children, as well as higher levels of school performance. Services must include or support early childhood development, youth and family literacy, support services, a quality teacher workforce, before and after school support, career development, and safe schools and neighborhoods.

OVERALL OUTCOME #1

Children, youth and families will feel connected to their schools and communities and will live, play and work in safe and capable communities and schools.

DEVELOPMENTAL STAGE

All.

OVERALL STRATEGIC GOAL #1

Community planning and school safety services are available to children, youth and families.

3 Year Strategic Goals

- 1.1 Align and implement into the Blueprint key strategies from City sponsored strategic plans
- 1.2 Increase cross-cultural awareness and tolerance for diversity
- 1.3 Support a quality teacher workforce in San José
- 1.4 Increase conflict resolution and anti-violence programs
- 1.5 Identify and increase access to “internal” asset building initiatives and programs (e.g. self-esteem, self-confidence, health, well-being, healthy choices and leadership skills)
- 1.6 Provide safe and clean before and after-school enrichment and support opportunities for youth and families
- 1.7 Dissuade young people from delinquent behaviors and gang lifestyles
- 1.8 Develop capable, connected leaders and strong neighborhood organizations
- 1.9 Keep parks clean and well maintained
- 1.10 Deliver Capital Projects (Libraries/Parks)



Providing parents and families with support, education, and resources will strengthen families. A strong and healthy family that uses supportive and open communication will contribute to the overall healthy development of children and youth.

OVERALL OUTCOME #2

Families are strong and encourage the healthy development of their children.

DEVELOPMENTAL STAGE

All.

STRATEGIC GOAL #2

Parent and families will have access to support services that promote skills and competency development in their children.

3 Year Strategic Goals

- 2.1 Support a quality teacher workforce in San José
- 2.2 Implement multi-service delivery systems into every City Council District
- 2.3 Provide a full range of affordable and accessible recreational, leisure, and wellness opportunities to all residents
- 2.4 Facilitate the availability of arts and cultural education in public schools
- 2.5 Strengthen family literacy and increase learning readiness for all San José's children and families
- 2.6 Establish new and expand successful parent support services and activities
- 2.7 Expand services that strengthen the family through conflict resolution
- 2.8 Provide access to child abuse and domestic violence programs and services for youth and families



Providing families with early childhood development and educational programs will strengthen individuals by ensuring that infants and children have access to nurturing, enriching and stimulating environments that will help them develop their educational, social, emotional and physical skills.

Establishing learning capacities (e.g., concentration, getting along with other children, controlling impulses and actions, imagination and creativity) in early childhood will set the foundation for healthy development.

Additionally, because parents and families are so important in early childhood, strategic goal #3 is also expected to strengthen families by providing them with the necessary resources and skills to ensure the healthy development of their young child.

OUTCOME #3

Young children will enter kindergarten ready to succeed academically.

DEVELOPMENTAL STAGE

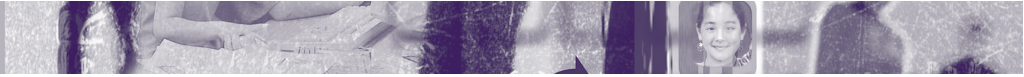
Early childhood, 0-6 years of age.

STRATEGIC GOAL #3

Parents and families will have access to quality/affordable early childhood education programs

3 Year Strategic Goals

- 3.1 Strengthen family literacy and increase learning readiness for San José's children and families
- 3.2 Make quality, affordable childcare available to San José families in their communities and workplace
- 3.3 Work with schools and partners to develop common criteria and assessment for learning ready (ready for kindergarten)
- 3.4 Encourage development of on-site childcare centers within new residential and commercial developments districts
- 3.5 Increase access to existing and new partnering and education support resources
- 3.6 Work toward coordinating City efforts to expand early childhood education resources with County initiatives and programs that support the same



A broad range of enriching before and after school activities will strengthen individuals by facilitating elementary/middle school children's motivation to learn, and by providing opportunities for children and youth to constructively use their free time. Before and after school education, arts, technology, and recreation services will also encourage elementary/middle school children's sense of responsibility, ability to get along with others, personal leadership skills, creativity and ethical/moral development.

OVERALL OUTCOME #4

Elementary/middle school children will be educationally at or above grade level and will choose healthy behaviors.

DEVELOPMENTAL STAGE

Middle childhood, 7-12 years.

STRATEGIC GOAL #4

Children will participate in enriching before and after school activities.

3 Year Strategic Goals

- 4.1 Add new youth and family neighborhood-based access to computers and computer training
- 4.2 Prepare San José youth to enter the workforce
- 4.3 Provide a full range of affordable and accessible recreation, leisure and wellness opportunities for all residents
- 4.4 Increase the number of program sites offering before and after-school enrichment and support opportunities for youth and families
- 4.5 Provide formal and informal mentoring services to increase the number of adults involved in the lives of youth



Leadership, educational, technological and career support services will strengthen individuals and communities by providing teenagers with experiences that increase their skill competencies and their desire to be positively involved with their schools and communities.

OVERALL OUTCOME #5

Teenagers have a sense of purpose and graduate from high school with a plan for higher education or career preparation.

DEVELOPMENTAL STAGE

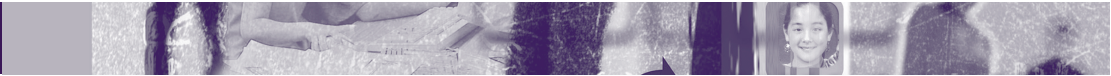
Adolescence, 13-18 years.

STRATEGIC GOAL #5

San José youth will have access to a range of leadership, educational, technological and career support services.

3 Year Strategic Goals

- 5.1 Add new youth and family neighborhood-based access to computers and computer training
- 5.2 Provide on-line access via the Internet to pre-college testing services to all San José youth, regardless of family income, to better prepare for college entry requirements
- 5.3 Establish new and strengthen existing working relationships with area college and university programs that prepare San José youth for a viable career
- 5.4 Provide formal and informal mentoring services to increase the number of adults involved in the lives of youth
- 5.5 Expand opportunities for youth to participate in volunteer and paid work experience, internship, and workforce mentoring placements
- 5.6 Align and connect with private sector efforts to increase access and career preparation for San José youth
- 5.7 Youth will be actively involved in major initiatives/programs that contribute to the healthy development of their neighborhoods and larger communities



Access to career preparation services, higher education and programs that build adult life skills will strengthen individuals. Providing young adults with the personal, social, educational and technological competencies that are required for independent living in Silicon Valley will allow youth to successfully transition from childhood to adulthood.

OVERALL OUTCOME #6

Youth will successfully transition into adulthood with the skills and competencies necessary for entrance into the career of their choice in Silicon Valley.

DEVELOPMENTAL STAGE

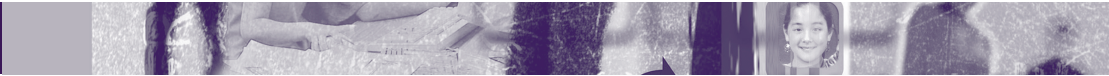
Young adulthood, 19-23 years.

STRATEGIC GOAL #6

Young adults will have access to career preparation services, higher education opportunities and programs that build adult life skills.

3 Year Strategic Goals

- 6.1 Provide 24/7 library access via the internet to make employment and career information available
- 6.2 Fully develop/implement workforce preparation and workforce development system



Introduction

BLUEPRINT FOR BRIDGING THE DIGITAL DIVIDE STRATEGIC ACTION PLAN

The new Youth Services Master Plan, *Blueprint for Bridging the Digital Divide (Blueprint)*, encompasses a new and pioneering approach by offering programs and services that incorporate a broad continuum of individual, family, and community services strategies that center on strengthening the individual and families. The foundation of this approach is the *developmental model*, which focuses on promoting the attainment of healthy personal, family, and skill competence milestones through infancy, childhood, adolescence, and young adulthood, instead of focusing primarily on “at-risk” assessments and problem resolutions. Thus, the *Blueprint* utilizes a “cradle to career” perspective that reinforces positive development and enhances new social competencies and skills that contribute to success. The *Blueprint* outlines strategies to prepare San José’s children/youth for healthy development, academic success and career preparation, as well as strengthen family and community support systems.

Staff analyzed primary and secondary research data in the areas of education, law enforcement, career/employment studies, health and human services, community surveys, and youth and adult focus groups and based on the findings, staff identified Strategic Goals and Three Year Strategic Objectives. The Strategic Goals and Strategic Objectives are designed to improve and expand family/parent education and support systems, increase awareness and preparation for growth careers and vocations, and promote youth leadership and civic participation.

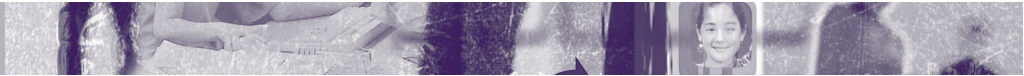
The service areas recommended for the First Year Strategic Action Plan were evaluated by the first year implementation criteria. They are:

1) Reconsideration/redirection of existing youth services to better support the goals and outcomes identified in the *Blueprint*.

Existing youth/family services and city funded services will be partnered or aligned with other youth/family services to better leverage facilities and personnel to deliver, and support the strategic outcomes of the *Blueprint*. For instance, currently the City hires recreational aides for the summer and loses them to school in the fall. By redirecting recreational aid hiring to Youth Employment, the opportunity exists to increase the summer work experience program, as well as prepare them for future full-time positions with the City.

2) Expansion of existing successful youth services.

Current youth services and city-funded youth services target specific populations and individuals with specific needs. Meeting the expansion criteria of the *Blueprint*, the City will make a deliberate effort to expand its services to individuals or communities traditionally underserved, or who found their needs not met by existing resources. The *Childcare New Business Creation Program* (CCNBC) offers training and support services to individuals opening childcare facilities in their homes. As a result of the program’s success, a need has been identified to offer a monolingual component to Spanish speaking participants. With this program expansion, CCNBC will be able to increase the number of qualified and certified childcare providers, and increase the number of available safe, clean and affordable childcare spaces in a population that is currently underserved.



3) **Initiate pilot programs that support and nurture the educational, career and leadership possibilities of San José youth.**

As mentioned in a previous section, San José's youth want to succeed, and they want to contribute in their communities. All new pilots and initiatives being proposed in the *Blueprint* are designed to demonstrate and support individual youth asset development and skill competency. Some possible pilot programs might include participation on community boards and commissions, working with city leaders to improve the lives of fellow youth, and utilizing mentoring and leadership skill development programs. By offering these programs, the City will not only be supporting the educational, career and leadership opportunities for its youth, but in the process, it will be building individual assets. With these assets, San José's youth will demonstrate the confidence and skills needed to live, work, play, compete and thrive in Silicon Valley.

The First Year Strategic Action Plan aligns many of the existing City sponsored strategic plans. Therefore, while the Action Plan looks quite ambitious for the first year of implementation, many of the items recommended for action are already in progress or schedule to begin in 2001/2002.

The Plan will be updated on an annual basis, with quarterly review sessions for the Strategic Goals and Strategic Objectives in Year One. Additionally, staff will prepare a mid-year status report for the Education, Neighborhood, Youth and Seniors Committee (ENYS) on the implementation of the Strategic Action Plan. Lastly, during the fourth quarter of the first year, a Blueprint Taskforce will begin work on the formulation of the Year Two Action Plans. The second year Action Plan will build off the progress of the first year objectives and make additional amendments as appropriate, after-which it will be presented to the Mayor and City Council for approval in June of 2002.

| | | | |
|----------------------------------|-------------------------------|---------------------------------|--|
| OPERATIONAL SERVICE AREA: | SAFE NEIGHBORHOODS/SCHOOLS | TRANSITIONAL INDICATORS: | <ul style="list-style-type: none"> Youth and families participate in community and neighborhood activities All communities possess adequate park, recreation, arts, and library programs Communities and schools value and respect youth Youth and families feel safe in their communities and schools |
| DEVELOPMENTAL STAGE: | ALL | | |

| Outcome 1. Children, youth, and families will feel connected to their schools and communities, and will live, play and contribute in safe, capable neighborhoods and schools. | | | | | | |
|--|---|--------------------|--------------------|----------------------|----------------------|--|
| Strategic Goal 1. Community planning and school safety services will be available to San José's children, youth and families. | | | | | | |
| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| <p>A. <i>Align and implement into the Blueprint, key strategies from City-sponsored strategic plans</i></p> <p>Provide Innovative Branch Library Service Model to residents of San José</p> <p>Implement innovative new service delivery systems into community centers in every City Council District</p> <p>Implement the 20/21 Cultural Plan initiatives appropriate to the City of San José</p> <p>Provide recreation and community services that actively engage persons with disabilities</p> <p>Develop inclusion services for youth in the community to support better communities for youth and families living with disabilities</p> | 1. % of branch libraries offering innovative branch services and extended hours | 82% | - | Project Begins 01-02 | 12% | A.1 Begin phased implementation of the innovative branch service model for branch libraries |
| | 2. % of customers rating library hours and services at Innovative Service Model branches as good or excellent | 75% | - | Project Begins 01-02 | TBD | A.2 Begin phased implementation of new multi-service model for community centers |
| | 3. % of Council Districts with a full multi-service center delivery system | 50% | - | 100% | 20% | A.3 Evaluate the current Arts Grants Program |
| | 4. % of residents rating City efforts at supporting the availability of arts & cultural events as good or excellent | 75% | - | 51% | 55% | A.4 Implement initial strategies from the strategic plan: Services for Persons with Disabilities |
| | 5. % of residents rating availability of arts and cultural events in or near their neighborhood as good or better | 75% | - | Project Begins 01-02 | 90% | A.5 Conduct three inclusion trainings specific to facility and program needs at pilot sites. [Begin pilot in one of the following categories middle, elementary or high schools] |
| | 6. % of participants reporting that services made a positive difference in their lives | 90% | - | 90% | TBD | A.6 Hire inclusion staff to assist in integrating city-wide recreation programs |
| | 7. % increase of youth participating in inclusion services | - | 50% | 40% | TBD | |
| | 8. % increase of program sites offering inclusion services for youth | - | TBD | Project Begins 01-02 | TBD | |

Note:

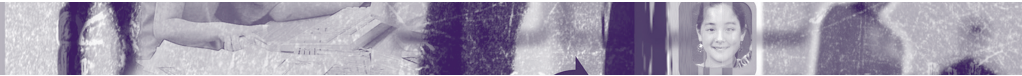
5-year Goals are outlined in detail in the City of San José Recreational and Cultural Services City Service Area 2001-2006 Business Plan and vacant 3-year Goals will be identified in Year Two

▲ New initiative/programs recommended for funding



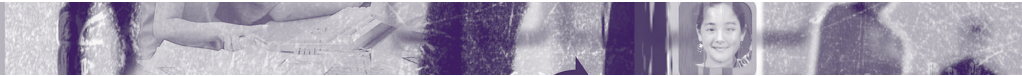
| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
|--|---|-------------|-------------|----------------------|----------------------|--|
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| <p>Implement Mayor's Gang Prevention Task Force (MGPTF) Strategic Work Plan for 2001-2004</p> <p>Implement School/City Collaborative Strategic Plan for 2001-2002 in coordination with Blueprint</p> <p>Implement Work Force Investment (WIA) Strategic Plan</p> | 1. # of elementary and middle school youth served by Trunancs intervention project (TIP) model | - | 25% | Project Begins 01-02 | 10% | <p>A.7 Implement Mayor's Gang Prevention Task Force Plan</p> <p>A.8 Implement School/City Collaborative Strategic Plan</p> <p>A.9 Implement WIA plan</p> |
| | 2. Specified in School/City Collaborative Plan | - | N/A | Project Begins 01-02 | Project Begins 01-02 | |
| | 3. # of MGPTF staff trained in 20 hours of conflict resolution training | - | 100% | Project Begins 01-02 | 100% | |
| | 4. # of middle schools trained in the Safe School Campus Initiative (SSCI) protocol | - | 39 | 18 | 32 | |
| | 5. Specified in WIA Plan | - | N/A | Project Begins 01-02 | Project Begins 01-02 | |
| <p><i>B. Increase cross-cultural awareness and tolerance for diversity.</i></p> <p>Increase cross-cultural awareness, tolerance, and appreciation among culturally diverse youth and adults groups, through expanded activities that celebrate diversity and build mutual understanding and respect.</p> | 1. # of CBO, City staff and youth participating in a cultural acceptance training. | - | 1500 | Project Begins 01-02 | 500 | B.1 Bring new knowledge to service providers on cultural acceptance and enrichment programs via training and consultation activities of recognized experts (\$) |
| | 2. % of participants reporting increased knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. | - | 95% | Project Begins 01-02 | 80% | B.2 Expand and augment current Youth Leadership and Intervention Programs to include cross-cultural appreciation, acceptance and enrichment activities (\$) |
| | 3. # of sites in San José offering youth leadership development programs that include cultural appreciation activities and exercises | - | 50 | 25 | 30 | B.3 Convene partners in planning for expansion efforts through shared resources |
| | 4. % of customer satisfaction surveys responding good or better for the overall rating of the cultural awareness and conflict resolution training | - | 90% | 80% | 80% | B.4 All conflict mediation staff, from both City and CBO's funded by the City, will receive a minimum of 20 hours of formal conflict resolution training annually, which will include curriculum relevant to racial based conflict |
| | | | | | | B.5 Begin to make communities and schools accepting, diverse places where people can learn and grow through conferences or retreats that bring together youth from various backgrounds (ethnicity, sexual orientation, etc.) to discuss issues of respect (\$) |

| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
|---|--|-------------|-------------|----------------------|---------------|--|
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| C. <i>Support a quality teacher workforce in San José</i> | 1. # of San José Future Teacher Loan recipients who graduate from enrolled teaching programs | 90% | 80 | 50 | 10 | C.1 Provide school district with new teacher recruitment marketing material for distribution in 2001-2002 |
| | 2. % of teacher loan recipients who become employed in San José schools | - | - | Project Begins 01-02 | 70% | C.2 Provide a total of 40 new and/or renewed Future Teacher Loans during 2001-2002 |
| | 3. # of students receiving Future Teacher Loans | 100 | - | 30 | 40 | |
| D. <i>Increase peaceful relationships and safe environments through expanding conflict resolution and anti-violence programs</i> All children feel safe on and around school campuses Expand family services that create awareness, prevent and intervene with domestic violence, teen dating violence, child abuse and neglect | 1. % of high school/community crisis incidents responded to within 30 minutes | - | 95% | 95% | 90% | D.1 Continue expansion of the Safe School Campus Initiative into all San Jose middle schools by 2002 |
| | 2. % of conflicts resolved with re-establishment of a safe learning environment within two weeks | - | 90% | 100% | 90% | D.2 Develop case management/after-care program component |
| | 3. % of service responses with non-proliferation of violence after response initiated | - | 90% | 100% | 9% | D.3 Expand conflict resolution and anti-violence programs via classroom and assembly lectures at primary and secondary schools |
| | 4. % of school personnel and students keeping schools safe, good or better | - | 65% | 45% | 50% | D.4 Promote and engage all communities to participate in the "Walk the Talk" event and all related events during Domestic Violence Awareness Month (October 2001) |
| | 5. % of participants who will increase their ability to solve problems, resolve conflicts, and manage anger productively | - | 80% | 20% | 75% | D.5 All conflict mediation staff, from both City and CBO's funded by the City, will receive a minimum of 20 hours of formal conflict resolution training annually, which will include curriculum relevant to youth/family domestic violence issues |
| | 6. # of participants in the "Walk the Talk" event | - | 2000 | 500 | 1000 | D.6 Coordinate with Domestic Violence Advocacy Program services outlined in the Mayor's Budget Message for 2001 |
| | 7. % of males participating in Domestic Violence Awareness activities in October 2001 ("Men in the Movement") | - | 300 | Project Begins 01-02 | 100 | |
| | 8. % of customer satisfaction surveys responding good or better for the overall rating of the conflict resolution training | - | 80% | Project Begins 01-02 | 80% | |



| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
|---|--|--------------------------------|----------------------------|----------------------------------|----------------------------------|--|
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| <p><i>E. Identify and increase access to “internal asset building initiatives and youth leadership programs (e.g. self-esteem, self-confidence, health & well-being, healthy choices, and leadership skills)</i></p> <p>Develop new youth experimental, skill building and involvement programs, where youth can exercise innate solutions and explore potential growth</p> | <p>1. % of youth participants reporting an increase in knowledge of leadership skills related to their lives</p> <p>2. # of youth participating in new expanded Y-LEAP programs</p> | <p>-</p> <p>-</p> | <p>90%</p> <p>TBD</p> | <p>80%</p> <p>50</p> | <p>80%</p> <p>50</p> | <p>E.1 Expand new City operated Y-LEAP Youth Leadership and Advocacy Program Δ</p> <p>E.2 Implement new youth outdoor youth development program in coordination with City Youth Services and City operated Family Camp Δ</p> <p>E.3 Research and explore new alternatives, and youth development programming Δ</p> |
| <p><i>F. Provide safe and clean before and after-school enrichment and support opportunities for youth and families</i></p> <p>Provide before and after school enrichment and support opportunities to youth and families</p> <p>Expand Homework Center Programs to offer access to all San José children and youth</p> | <p>1. % of Council Districts with a full multi-service center delivery system</p> <p>2. % of residents rating City efforts at providing recreation opportunities and programs at parks and recreation centers as good or excellent</p> <p>3. % of program participants with measured annual improvement in grade point average, and/or school attendance</p> | <p>50%</p> <p>90%</p> <p>-</p> | <p></p> <p></p> <p>80%</p> | <p>00%</p> <p>85%</p> <p>46%</p> | <p>20%</p> <p>90%</p> <p>60%</p> | <p>F.1 Begin phased implementation of new multi-service model for community centers</p> <p>F.2 Increase the number of program sites providing quality before and after school services and expand the hours of operation</p> <p>F.3 Design and develop two (2) new skate parks (portable) in 2001-2002</p> <p>F.4 Conduct customer satisfaction program evaluations to measure actual impact on youth served</p> |

| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
|---|--|--|---|---|--|---|
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| <p>G. <i>Dissuade young people from delinquent behaviors and gang lifestyles</i></p> <p>Dissuade young people from delinquent and gang behaviors</p> <p>Promote anti-violence behaviors among San José primary and secondary school students</p> <p>Expand drug abuse awareness/prevention services</p> | <p>1. % of clients who transition to a gang-free lifestyle</p> <p>2. % of graduates of gang-free lifestyle programs meeting success criteria six months after plan completion/successful retention</p> <p>3. % of recidivism of youth returning to Juvenile Hall</p> <p>4. Reduction of disciplinary action at Safe Schools Healthy Students (SSHS) cluster schools</p> | <p>75%</p> <p>75%</p> <p>-</p> <p>-</p> | <p>-</p> <p>-</p> <p>TBD</p> <p>TBD</p> | <p>66%</p> <p>83%</p> <p>Project Begins 01-02</p> <p>Project Begins 01-02</p> | <p>70%</p> <p>85%</p> <p>TBD</p> <p>30%</p> | <p>G.1 Implement a Case Management System</p> <p>G.2 Implement Safe Schools Healthy Student Program</p> <p>G.3 Implement Community After Care Collaborative</p> <p>G.4 Increase the # of youth referred to South First Street Teen Resource Center</p> <p>G.5 Expand conflict resolution and anti-violence programming/activities</p> <p>G.6 Work with County drug/alcohol programs to expand services to youth</p> |
| <p>H. <i>Keep parks clean and well maintained</i></p> <p>All parks and facilities will be safe, clean and well maintained</p> <p>Establish San José as a "Graffiti-Free City"</p> | <p>1. % of parks and facilities with a staff conducted condition assessment rating of very good or better</p> <p>2. % of customers rating performance of staff in the provision of park maintenance activities as good or better</p> <p>3. % of customers that rate parks' and facilities physical condition as good or better</p> <p>4. % of reported graffiti in parks removed within 24 hours</p> | <p>90%</p> <p>90%</p> <p>90%</p> <p>100%</p> | <p>-</p> <p>-</p> <p>-</p> <p>-</p> | <p>19%</p> <p>62%</p> <p>67%</p> <p>100%</p> | <p>22%</p> <p>66%</p> <p>70%</p> <p>100%</p> | <p>H.1 Implementation of service delivery system for neighborhood and regional parks and facilities</p> <p>H.2 Provide parks and facilities maintenance services for 28.5 newly developed/enhanced park acres</p> <p>H.3 Establish a school grounds maintenance pilot program</p> <p>H.4 Focus pro-active graffiti abatement on the most blighted neighborhoods (Districts 3, 5 and 7)</p> |



| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
|--|---|-------------|-------------|-----------------------------|---------------|--|
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| I. Deliver Capital Projects (Libraries/Parks) All parks and facilities will be safe, clean and well maintained Delivery of bond-funded projects Implement Greenprint Parks Strategic Plan | 1. % of operational and maintenance costs funded for new and enhanced facilities | - | 100% | 90% | TBD | I.1 Manage the design and construction of parks capital projects |
| | 2. % of projects completed on schedule and on budget | 50% | - | 0% | 10% | I.2 Begin phased implementation of bond-funded parks and library projects as identified in the ballot measures |
| | 3. % of new parks and facilities open and operating | 25% | - | 8% | 5% | I.3 Implement design of one main and four branch libraries, and begin construction of two sites |
| | | | | | | I.4 Implement the capital components of the Greenprint |
| J. Youth will be actively involved in major initiatives/programs that contribute to the healthy development of their neighborhoods and larger communities Create leadership opportunities for youth to connect with their neighborhood and actively participate in community planning and problem solving activities | 1. % of neighborhood priorities that have been identified as "green" or have been completed (green = proceed w/o problems) | - | 70% | 2% | 50% | J.1 Youth Services Division will lead the development of a pilot plan to involve of youth leaders to participate in SNI NAC throughout the planning and implementation phases Δ J.2 City Youth Commission will liaison with SNI NAC to increase youth input to Council Δ J.3 Provide leadership training activities, and recognition incentives for youth participating in community involvement project Δ |
| | 2. % of SNI areas with formal youth representation on Neighborhood Action Councils (NAC) | - | 95% | Project Begins 01-02 | 70% | |
| | 3. % of participating youth rating roles as meaningful and reporting having made positive contributions to their community | - | TBD | Project Begins 01-02 | TBD | |
| | 4. % of youth participants that report an increase in knowledge and skills to solve community issues | - | TBD | Project Begins 01-02 | TBD | |
| K. Provide a full range of affordable and accessible recreational, leisure, and wellness opportunities to all residents Provide a full range of affordable and accessible recreation, leisure and wellness opportunities to all residents | 1. % of customers rating quality of leisure and educational programs as very good or better on quality, content, and responsiveness | 90% | - | 90% | 90% | K.1 Open full service operations at two community center sites K.2 Maintain and enhance the variety and accessibility of learning and leisure opportunities Citywide K.3 Design and develop two new skate parks (portable) in 2001-2002 |
| | 2. % of customers reporting that services made a positive difference in their lives | 90% | - | 90% | 90% | |
| | 3. % of customers reporting that services were available when desired | 85% | - | 85% | 85% | |
| | 4. % of residents rating number and variety of recreation programs provided in their neighborhood as good or excellent | - | 90% | 70%(Users) 38%(Citywide) | TBD | |

| | | | |
|----------------------------------|----------------------|---------------------------------|---|
| OPERATIONAL SERVICE AREA: | FAMILY AND PARENTING | TRANSITIONAL INDICATORS: | <ul style="list-style-type: none"> Families are able to provide basic needs, such as food, housing, healthcare and transportation Parents are involved in their children's life and education Parents encourage their children to do well and have high expectations |
| DEVELOPMENTAL STAGE: | FAMILY SUPPORT | | |

Outcome 2. Families are strong and encourage the healthy development of their children.

Strategic Goal 2. Parent and family services that promote skills and competencies will be available to families.

| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
|---|---|-------------|-------------|----------------------|---------------|--|
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| A. Strengthen family literacy and increase learning readiness for all San José children and families Strengthen family literacy and increase learning readiness for all children | 1. % of San Jose Smart Start participants entering kindergarten learning ready | 80% | - | Project Begins 01-02 | 60% | A.1 Work with schools and partners to develop common criteria and assessment for learning ready (ready for kindergarten) |
| | 2. % of family literacy program participants with improved reading skills or school readiness | 90% | - | 50% | 60% | A.2 Open three New San Jose Smart Start (SJSS) centers by June 2002 |
| | 3. % of family literacy program participants who agree that the library is a welcoming destination for families | 100% | - | 60% | 70% | A.3 Implement a comprehensive series of programs aimed at strengthening family and early childhood literacy |
| | 4. # of Family Childcare Businesses opened | - | 104 | 72 | 88 | A.4 Open Family Childcare Businesses and retain existing Family Childcare Businesses Δ |
| | 5. # of Family Childcare Businesses remaining open | - | 112 | 88 | 88 | A.5 Update the Childcare Master Plan |
| B. Establish new, and expand successful parent support services and activities Parents and families will have access to support services that promote skills and competency development in their children | 1. # of parents seen through home visits | - | 100 | Project Begins 01-02 | 50 | B.1 Family services expansion of City operated & contract services that increase parent support services and skills Δ |
| | 2. # of case management files closed in TIA | - | 200 | Project Begins 01-02 | 100 | B.2 Hire a Direct Services Supervisor via SS/HS funding to manage program improvements, and expand family services |
| | 3. % of program participants with a positive growth of assets as measured by RPRA | - | 90% | Project Begins 01-02 | 80% | B.3 Re-organize TIA services and contracting to become one with Family and Youth Service Program |
| | 4. # of new parent strengthening workshops | - | 12 | Project Begins 01-02 | 6 | B.4 Assist with the organizing of parent empowerment and involvement conferences with school districts |
| | 5. # of parent empowerment conferences | - | 6 | Project Begins 01-02 | 2 | |



| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
|--|---|-------------|-------------|----------------------|---------------|--|
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| C. <i>Expand services that strengthen the family through strengthening their conflict resolution skills</i> | 1. # of youth participating in anger management/conflict resolution program | - | 3000 | 1400 | 1500 | C.1 Expand City operated & contract services that increase youth and family's ability to manage anger and resolve conflict more effectively Δ |
| | 2. % of participants will increase their ability to solve problems, resolve conflicts and manage anger productively | - | 80% | Project Begins 01-02 | 70% | C.2 Expand conflict resolution programs via schools to parent populations |
| | 3. % of customer satisfaction surveys responding good or better for the overall rating of the conflict resolution training | - | 80% | Project Begins 01-02 | 80% | C.3 All conflict mediation staff, from both City and CBO's funded by the City, will receive a minimum of 20 hours of formal conflict resolution training annually, which will include curriculum relevant to youth/family domestic violence issues |
| D. <i>Provide access to child abuse and domestic violence programs and services for youth and families</i> | 1. # of participants in the "Walk the Talk" event | - | 2000 | N/A | 1000 | D.1 Promote and engage all communities to participate in the "Walk the Talk" event and all related events during Domestic Violence Awareness Month (October 2001) |
| | 2. % of males participating in Domestic Violence Awareness activities in October 2001 ("Men in the Movement") | - | 300 | Project Begins 01-02 | 100 | D.2 Explore funding opportunities that focus on violence prevention programs for boys and girls D.3 Coordinate services with City funded Domestic Violence Advocacy Program component |
| E. <i>Increase access to existing and new parenting and education support resources</i> Utilize the newly developed Youth Services Directory/Trouble Shooter to increase youth, families, and agency awareness of services available in their communities | 1. # of Youth Services Directories/Trouble Shooters distributed to school sites | - | 2500 | Project Begins 01-02 | 2500 | E.1 Support and advise school districts in the development of school site specific information pages to add to the Youth Services Directory/Troubleshooter prior to distribution |
| | 2. % of school districts in San José that have added school district/site specific services pages to the Youth Services Directory/Trouble Shooter prior to distribution | - | 30% | Project Begins 01-02 | 10% | E.2 Assist school districts as necessary in development of funding resources to cover the cost of printing directory additions E.3 Print and distribute a Vietnamese version of the Youth Services Directory/Troubleshooter |

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|----------------------------------|-----------------------------|---------------------------------|--|
| OPERATIONAL SERVICE AREA: | EARLY CHILDHOOD DEVELOPMENT | TRANSITIONAL INDICATORS: | <ul style="list-style-type: none"> • Expectant mothers have access to pre and post-natal healthcare • Infants and children have access to experiences that help them develop their physical, and language development skills • Parents read to their children • Children feel loved and safe |
| DEVELOPMENTAL STAGE: | 0-6 YEARS OLD | | |

Outcome 3. Young children will enter kindergarten ready to succeed academically.
Strategic Goal 3. Quality early childhood development and educational programs will be available to young children.

| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
|--|--|-------------|-------------|---------------------------|---------------|---|
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| A. Strengthen family literacy and increase learning readiness for San José's children and families Strengthen family literacy and increase learning readiness for all children | 1. % of family literacy program participants with improved reading skills or school readiness | 90% | - | 50% | 60% | A.1 Open three New San José Smart Start (SJSS) centers by June 2002 |
| | 2. % of family literacy program participants who agree that the library is a welcoming destination for families | 100% | - | 60% | 70% | A.2 Implement a comprehensive series of programs aimed at strengthening family and early childhood literacy |
| | 3. % increase in time spent by program providers in reading to children 0-5 | - | TBD | Project Begins 01-02 | 25% | A.3 Add 58 new Books for Little Hands sites, for a total of 300 sites serving 7,725 young children |
| | 4. % increase in the involvement of parents in the development of their child's early literacy skills | - | TBD | Project Begins 01-02 | 50% | A.4 Distribute books through the My Books and I program to children at, at least seventy-five sites |
| | 5. # of Family Childcare Business opened | - | 9 | 27 | 9 | A.5 Make curriculum Support Theme Kits available to serve at least 3,410 children |
| | 6. # of Family Childcare Businesses remaining open | - | 90 | 80 | 24 | A.6 Provide parent/provider training to a t least 50 participants through the conducting of two workshops Δ |
| B. Make quality, accessible, affordable childcare available to San José families in their communities and workplaces Make quality and affordable early childhood development services available to San José families Make quality and affordable Family Childcare services more available | 1. # of new early childhood development spaces created through City efforts | 600 | 360 | 90 | 120 | B.1 Expand quality, affordable, accessible early childhood development spaces in San José Δ |
| | 2. # of vacant early childhood development spaces filled in currently operated <u>homes</u> and <u>centers</u> | 500 | 300 | 0 | 100 | |
| | 3. % of residents rating City efforts at encouraging the development of early childhood development programs as good or excellent. | 90% | - | 34% | 50% | |
| | 4. # of new Family Childcare spaces created for Spanish Speaking clients | - | TDB | 0 Project Begins 01-02 | 72 | |



| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
|---|--|-------------|-------------|----------------------|---------------|---|
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| <p>C. <i>Work with schools and partners to develop common criteria and assessment for learning ready (ready for kindergarten)</i></p> <p><i>Strengthen family literacy and increase learning readiness for all children</i></p> | <p>1. % of San José Smart Start participants entering kindergarten ready for academic success</p> | - | 80% | Creating Baseline | 60% | C.1 Work with schools and partners to develop common criteria and assessment for learning ready (ready for kindergarten) |
| <p>D. <i>Encourage development of on-site childcare centers within new residential and commercial development districts</i></p> <p><i>Work with the Housing Department and the Redevelopment Agency to have child care included in the overall development of residential and commercial projects</i></p> | <p>1. # of new early childhood development spaces planned for and/or created with new development of residential and commercial projects</p> | - | TBD | Project Begins 01-02 | TBD | <p>D.1 Identify liaison with Housing Department and Redevelopment Agency to better coordinate development of childcare spaces in new planned projects</p> <p>D.2 Identify and work with two residential/commercial development projects to include childcare and childcare spaces</p> |
| <p>E. <i>Work toward coordinating City efforts to expand early childhood education resources with County initiatives and programs that support the same</i></p> <p><i>Establish new early childhood education resources for San Jose families</i></p> | <p>1. % of San José Smart Start participants entering kindergarten learning ready</p> <p>2. % of family literacy program participants with improved reading skills or school readiness</p> | - | 80% | Creating Baseline | 60% | <p>E.1 Work with schools and partners to develop common criteria and assessment for learning ready (ready for kindergarten)</p> <p>E.2 Open three New San José Smart Start (SJSS) centers by June 2002</p> <p>E.3 Work with Santa Clara County Early Childhood Professional Service Institute to get resources designed for San José area</p> <p>E.4 Work with Children and Families First Commission</p> |

| | | | |
|----------------------------------|------------------------------------|---------------------------------|---|
| OPERATIONAL SERVICE AREA: | EDUCATIONAL/LEARNING OPPORTUNITIES | TRANSITIONAL INDICATORS: | <ul style="list-style-type: none"> • Children and youth have a sense of personal self-worth • Youth "plan ahead" and understand consequences • Youth are interested in learning and are motivated from within to perform well • Youth have access to clean, safe libraries, parks, and recreation facilities • Youth feel connected to their peers, families, schools and communities • Youth will have an increased knowledge about what higher education, career preparation requires |
| DEVELOPMENTAL STAGE: | 7-12 YEARS OLD | | |

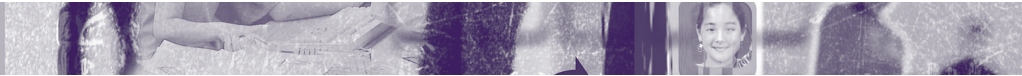
| Outcome 4. Elementary/middle school children will be educationally at or above grade level and will choose healthy behaviors. | | | | | | |
|--|--|---------------------|---------------------------|--|---------------------------|--|
| Strategic Goal 4. Children will participate in enriching before and after school activities. | | | | | | |
| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| A. Add new youth and family neighborhood-based access to computers and computer training Increase the technology skills of youth and families through supported access to technology | 1. % increase in the number of unduplicated participants having access to computers and related technology outside of school and using the Internet to do research 2. % of unduplicated participants will demonstrate increased competency in software applications such as MS Word, Excel, Internet browsing, and e-mail, by completing a service learning project 3. # of centers that networked | - - - | 80% 80% 50% | 45% Project Begins 01-02 Project Begins 01-02 | 60% 80% 20% | A.1 Provide seven Computer Technology Centers sites across the City to increase access by youth and their families A.2 Provide mentoring support to youth and families to support their development of technological skills (how to use a computer) and real world applications Δ |
| B. Facilitate the availability of arts and cultural education in public schools Facilitate the availability of arts and cultural education opportunities in public schools | 1. % of public schools offering arts and cultural education opportunities | 90% | - | 65% | 70% | B.1 Evaluate the current Arts Education Program B.2 Promote private sector resource development in the area of arts and cultural education B.3 Identify existing agencies to help facilitate arts and cultural education opportunities |
| C. Youth will draw a connection between their current academic coursework and their future career choice by accessing a range of leadership, educational, technological and career support services | 1. 800 middle school aged youth will receive career awareness services 2. 80% of participants will increase their academic and developmental skills 3. 80% of participants will identify a career choice and learn how to prepare for that choice | - - - | 90% - - | Project Begins 01-02 Project Begins 01-02 Project Begins 01-02 | 65% - - | C.1 Create a Local Area Career, Technology & Educational Planning Council Δ C.2 Create a work plan detailing program implementation strategy C.3 Integrate three workforce 2010 career awareness programs with Community Technology Centers Δ |



| | | | |
|----------------------------------|------------------------------------|---------------------------------|---|
| OPERATIONAL SERVICE AREA: | EDUCATIONAL/LEARNING OPPORTUNITIES | TRANSITIONAL INDICATORS: | <ul style="list-style-type: none"> • Children and youth have a sense of personal self-worth • Youth “plan ahead” and understand consequences • Youth are interested in learning and are motivated from within to perform well • Youth have access to clean, safe libraries, parks, and recreation facilities • Youth feel connected to their peers, families, schools and communities • Youth will have an increased knowledge about what higher education, career preparation requires |
| DEVELOPMENTAL STAGE: | 13-18 YEARS OLD | | |

| Outcome 5. Teenagers have a sense of purpose and graduate from high school with a plan for higher education or career preparation. | | | | | | |
|--|--|--------------------|--------------------|----------------------|----------------------|--|
| Strategic Goal 5. Youth will have access to a range of leadership, educational, technological and career support services. | | | | | | |
| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| A. <i>Provide on-line access via the Internet to pre-college testing services to all San José youth, regardless of family income, to better prepare for college/career/vocational training requirements</i> <i>Provide 24/7 library services via the Internet</i> <i>Establish on-line pre-college testing services, career preparation and vocational training at new Technology Centers for youth</i> | 1. % of library services provided online | - | 100% | 61% | 66% | A.1 Improve and expand online access to Library services (e-Branch) Δ A.2 Provide on-line access to pre-college testing/career preparation/vocational training services at seven new Community Technology Centers |
| | 2. # of youth access pre-college test-preparation services | - | 50% | Project Begins 01-02 | 10% | |
| | 3. Increase in the number of Technology Centers | - | 25 | Project Begins 01-02 | 7 | |
| B. <i>Establish new and strengthen existing working relationships with area college and university programs that prepare San José youth for a viable career</i> <i>Operate the first joint university/public library in the United States</i> <i>Develop college awareness and college preparation services</i> | 1. % of library services provided online | 100% | - | 61% | 66% | B.1 Continue operational planning efforts to ensure the successful completion and operation of the Joint Library Δ B.2 Work with school districts (San Jose and East Side Union) “Gear-Up” program in coordinated manner B.3 City youth services will coordinate with pre-college preparation programs at schools sites B.4 Develop college awareness and college preparation services for secondary school students and their families at Community Technology Centers. (e.g., SAT preparation tests, College Scholarship, College Information/Application services, etc.) Δ |
| | 2. % of operational planning completed | - | 100% | 40% | 65% | |
| | 3. # of City Program collaborations | - | 100% | 25% | 50% | |

| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
|---|--|-------------------|------------------------|---|-----------------------|---|
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| <p>C. <i>Expand opportunities for youth to participate in volunteer and paid work experience, internships, and mentoring placements</i></p> <p>Provide before and after school enrichment and support opportunities to youth and families</p> <p>Work with private sector employers to increase career awareness, work experience and mentoring opportunities</p> | <p>1. % of training participants who acquire skills to serve as advocates for tobacco-free lifestyles</p> <p>2. # of participants who will be placed in paid and non-paid job placement, and mentoring slots</p> | <p>-</p> <p>-</p> | <p>90%</p> <p>1800</p> | <p>80%</p> <p>TBD</p> | <p>90%</p> <p>600</p> | <p>C.1 Develop ongoing program evaluations to measure actual impact on youth served</p> <p>C.2 Align City of San Jose's Youth Employment Services with Workforce Investment Act (WIA) Service Delivery System</p> <p>C.3 600 youth will receive a combination of paid and non-paid job placement and mentoring services</p> |
| <p>D. <i>Align and connect with private sector efforts to increase access and career preparation for San José youth</i></p> <p>Prepare young people in the greater San José area to enter the workforce</p> | <p>1. % of youth enrolled in employment programs with successful placement</p> | <p>-</p> | <p>80%</p> | <p>Creating Baseline</p> | <p>70%</p> | <p>D.1 Establish five Regional Points of Entry to youth employment services</p> <p>D.2 Centralize private sector job development by the San Jose Silicon Valley Youth Employment Consortium</p> |
| <p>E. <i>Prepare San José youth to enter the workforce</i></p> <p>Prepare young people in the greater San José area to enter a high paying vocational career of their choice</p> | <p>1. % of youth enrolled in employment programs with successful placements</p> <p>2. % of graduates in workforce development programs meeting success criteria six months after completion of service cycle</p> | <p>-</p> <p>-</p> | <p>90%</p> <p>80%</p> | <p>Creating Baseline</p> <p>Creating Baseline</p> | <p>80%</p> <p>66%</p> | <p>E.1 Integrate Workforce Investment Act (WIA) services into City programs and convert to a year-round program</p> <p>E.2 Establish five Regional Points of Entry to youth employment services</p> <p>E.3 Centralize private sector job development by the San José Silicon Valley Youth Employment Consortium</p> |



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|----------------------------------|-----------------------|---------------------------------|--|
| OPERATIONAL SERVICE AREA: | WORKFORCE DEVELOPMENT | TRANSITIONAL INDICATORS: | <ul style="list-style-type: none"> • Young adults possess the personal and social skills necessary to succeed in higher education and/or workforce • Young adults feel a sense of continued connection with their families and communities • Young adults possess pro-social values • Young adults have a sense of purpose and manage their finances |
| DEVELOPMENTAL STAGE: | 19-23 YEARS OLD | | |

| Outcome 6. Youth will successfully transition into adulthood with the skills and competencies necessary for entrance into the career of their choice in Silicon Valley. | | | | | | |
|---|---|--------------------|--------------------|----------------------|----------------------|---|
| Strategic Goal 6. Young adults will have access to career preparation services, higher education opportunities and programs that build adult life skills. | | | | | | |
| 3-Year Strategic Objectives | Performance Measures | | | | | One-Year Action Plan |
| | Measure | 5-year Goal | 3-year Goal | Current | 1-Year Target | Item |
| A. <i>Expand opportunities for youth to participate in volunteer and paid work experience, internships, and mentoring placements</i> <i>Work with private sector employers to increase internships and job shadowing opportunities</i> | 1. # of employers who will provide volunteer, paid, internships, and mentoring placements | - | 25 | Project Begins 01-02 | 10 | A.1 Facilitate placement with employers via San Jose "One Stop" Center |
| | 2. # of youth ages 19-23 who will receive volunteer, paid work, internships and or mentoring experience | - | 100 | 40 | 70 | A.2 Place youth via Workforce Investment Act (WIA) Services Delivery system |
| B. <i>Provide 24/7 library access via the Internet to make employment and career information available</i> Provide 24/7 library services via the Internet Establish on-line pre-college testing services, career preparation and vocational training at new Technology Centers for youth | 1. % of library services provided online | 100% | - | 61% | 66% | B.1 Improve and expand online access to Library services (e-Branch) B.2 Provide on-line access to pre-college testing/career preparation/vocational training services at seven new Community Technology Centers. |

MATRIX OF STRATEGIC OBJECTIVES THAT APPEAR IN MORE THAN TWO GOAL AREAS

| 3-Year Strategic Objective | One-Year Action Plan | #1 | #2 | #3 | #4 | #5 | #6 |
|--|---|----|----|----|----|----|----|
| <p>1. <i>Align and implement into the Blueprint key strategies from City-sponsored strategic plans.</i></p> <p>Provide Innovative Branch Library Service Model to residents of San José</p> <p>Implement innovative new service delivery systems into community centers in every City Council District</p> <p>Implement the 20/21 Cultural Plan initiatives appropriate to the City of San José</p> <p>Provide recreation and community services that actively engage persons with disabilities</p> <p>Develop inclusion services for youth in the community to support better communities for youth and families living with disabilities</p> | <p>1.1 Begin phased implementation of the innovative branch service model for branch libraries</p> <p>1.2 Begin phased implementation of new multi-service model for community centers</p> <p>1.3 Evaluate the current Arts Grants program</p> <p>1.4 Implement initial strategies from the strategic plan: Services for Persons with Disabilities</p> <p>1.5 Conduct three inclusion trainings specific to facility and program needs at pilot sites. [Begin pilot in one of the middle, elementary or high schools]</p> <p>1.6 Hire inclusion staff to assist in integrating citywide recreation programs.</p> <p>1.7 Facilitate meetings between staff of youth and therapeutic programs for increased programming coordination</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <p>2. <i>Increase cross-cultural awareness and tolerance for diversity</i></p> <p>Increase cross-cultural awareness, tolerance, and appreciation among culturally diverse youth and adults groups, through expanded activities that celebrate diversity and build mutual understanding and respect.</p> | <p>2.1 Bring new knowledge into current providers of cultural acceptance and enrichment programs via training and consultation activities of recognized experts</p> <p>2.2 Expand and redirect current Youth Leadership and Intervention Programs to include cross-cultural appreciation, acceptance and enrichment activities</p> <p>2.3 Convene partners in planning for expansion efforts through shared resources</p> <p>2.4 All conflict mediation staff, from both City and CBO's funded by the City, will receive a minimum of 20 hours of formal conflict resolution training annually, which will include curriculum relevant to racial based conflict</p> <p>2.5 Begin to make communities an accepting, diverse place for people to learn and grow through conferences or retreats that congregate youth from various backgrounds (ethnicity, sexual orientation, etc.) to discuss issues of respect</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Strategic Goal #1: Community planning and school safety services will be available to San José's children, youth and families

Strategic Goal #2: Parent and family services that promote skills and competencies will be available to families

Strategic Goal #3: Quality early childhood development and education programs will be available to young children

Strategic Goal #4: Children will participate in enriching before and after-school activities

Strategic Goal #5: Youth will have access to range of leadership, educational, technological and career support services

Strategic Goal #6: Young adults will have access to career preparation services, higher education opportunities, and programs that build adult life skills

| 3-Year Strategic Objective | One-Year Action Plan | #1 | #2 | #3 | #4 | #5 | #6 |
|---|---|----|----|----|----|----|----|
| 3. Support a quality teacher workforce in San José | 3.1 Increase the # of Future Teacher Loan Program loans and expand teacher recruitment and activities | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4. Increase peaceful relationships and safe environments through expanding conflict resolution and anti-violence programs Expand family services that create awareness and prevent domestic violence, teen dating violence, and child abuse and neglect. All children feel safe on and around school campuses | 4.1 Continue expansion of the Safe School Campus Initiative into all San José middle schools by 2002 4.2 Develop case management/after-care program component 4.3 Expand conflict resolution programs via schools to parent populations 4.4 Promote and engage all communities to participate in the "Walk the Talk" event and all related events during Domestic Violence Awareness Month (October 2001) 4.5 Explore funding opportunities that focus on violence prevention programs for boys and young men 4.6 All conflict mediation staff, from both City and CBO's funded by the City, will receive a minimum of 20 hours of formal conflict resolution training annually, which will include curriculum relevant to youth/family domestic violence issues 4.7 Develop Domestic Violence Advocacy Program | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. Identify and increase access to "internal" asset building initiatives and programs (e.g. self-esteem, self-confidence, health & well-being, healthy choices, and leadership skills) Provide before and after school enrichment and support opportunities to youth and families | 5.1 Increase the number of program sites providing quality before and after school services and expand the hours of operation 5.2 Develop ongoing program evaluations to measure actual impact on youth served | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| 3-Year Strategic Objective | One-Year Action Plan | #1 | #2 | #3 | #4 | #5 | #6 |
|--|---|----|----|----|----|----|----|
| <p>6. Add new youth and family neighborhood-based access to computers and computer training</p> <p>Increase the technology skills of youth and families through supported access to technology</p> | <p>6.1 Provide seven Computer Technology Centers sites across the City to increase access by youth and their families</p> <p>6.2 Provide mentoring support to youth and families to support their development of technology skills and their real world use of these skills</p> | | | ✓ | ✓ | ✓ | ✓ |
| <p>7. Establish new and strengthen existing working relationships with area college and university programs that prepare San José youth for a viable career</p> <p>Operate the first joint university/public library in the United States</p> <p>Develop college awareness/preparation program</p> | <p>7.1 Continue operational planning efforts to ensure the successful completion and operation of the Joint Library (\$)</p> <p>7.2 Work with school districts (San Jose and East Side) "Gear-Up" program in coordinated manner</p> | | | | ✓ | ✓ | ✓ |
| <p>8. Provide 24/7 library access via the Internet to make employment and career information available</p> <p>Provide 24/7 library services via the Internet</p> | <p>8.1 Improve and expand online access to Library services (e-Branch)</p> | | | | | ✓ | ✓ |